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tension, ponderability, under the general name of matter. Now the most simple thing which can be conceived of in the physical world, is the *couple* formed by the essential equipoise of two infinitesimals. In developing the couple it becomes possible to form the universe in all its great variety. The solidarity of the parts in the whole appears as the essential condition of existence of all that which Is—the necessary condition of all individuality.

In conclusion I call attention to two new editions, one the well-known work of M. BERNARD PÉREZ, *Les trois premières années de l'enfant*, fifth edition, revised and supplied with an introduction by Mr. James Sully; the other *Les fonctions du cerveau*, by M. JULES SOURY, a work highly esteemed, embodying the most recent researches.

LUCIEN ARRÉAT.

II.

GERMANY.

One of our foremost psychiatrists, Professor v. Krafft-Ebing of Vienna, says in his celebrated text-book on psychiatry: "If Pedagogy made a more serious study of the character of man in his psychopathological relations, many of the mistakes and severities of our system of education would be removed, many an unsuitable choice of vocation would be left unmade, and thus many a psychical existence rescued."

Any one who is at all familiar with the most important doctrines of the diseased phenomena of mental life, and who knows how frequently psychical disturbances of a more or less serious nature occur during childhood, will fully agree with Krafft-Ebing, and will only regret that pedagogy, in this important direction, has completely neglected its task.

Although lately the necessity of psychiatric knowledge for the pedagogue has been insisted upon in professional circles, for instance, by Professor STRUEMPELL in his *Pedagogic Pathology* (comp. *The Monist* II, 106), yet instruction in this department occupies a wholly subsidiary place in pedagogic education, and has not been made as it should have been, an organic part of the same. The writer of

these lines has accordingly discussed this subject in a special treatise, maintaining that the most important diseased phenomena of mental life might be treated as a part of pedagogic psychology (comp. *The Monist* I, 619).

The demands made were met in different ways. While the English and American press accepted these demands without reserve (for instance, in HALL'S *Pedagogical Seminary*, I, 297), in Germany there has been more caution displayed, inasmuch as the opposing difficulties were regarded as greater than they probably were (Professor REIN'S *Pädagogische Studien*, 1892, Heft I).

We have, however, simply to call to mind the doctrine which more than twenty years ago Maudsley in his "Physiology and Pathology of the Mind" laid such special emphasis upon, that psychic laws are the same in healthy and diseased phenomena, only that they do not operate under the same conditions and therefore produce different symptoms. Far from its being true, therefore, that the introduction of psychopathology into psychology can be opposed by any especially well-founded objections, such a procedure will, on the contrary, be found to be, just as Maudsley said, an appropriate and absolutely indispensable auxiliary of the study of this science. And that which was emphasised by Maudsley, and lately also by MÜNSTERBERG in the treatise already discussed in *The Monist* (II, 289), *On the Problems and Methods of Psychology* (Leipsic, 1891, Abel), Ziehen has done in his "Outlines of Physiological Psychology" in a manner which will be full of suggestions for the pedagogue (comp. *The Monist* I, 598).

To be sure, the work of Ziehen is very far from supplying all that the pedagogue needs. We have in this work a vast mass of valuable observations, which will have to be elaborated in a manner that accords with the needs of pedagogy, if this science is to derive any material profit from psychiatry. For the bibliography of this subject we shall refer the reader to a former correspondence of ours (*The Monist* II, 103), and select at present for examination one province only,—a province which is deserving of especial consideration, inasmuch as the phenomena which occur in it are phenomena which most frequently confront the pedagogue, and are most likely to be

overlooked by the untrained eye. We refer to the *psychopathic subsidiary phenomena* of DR. KOCH, by which expression this author comprises all the psychical irregularities, be they natural or acquired, affecting the life of the human personality, which, though not even in the severest cases amounting to actual mental disorders, yet in the most favorable instances so affect the persons afflicted that they appear as lacking the full possession of mental normality and capacity. The second part of Koch's work, mentioned in *The Monist* in the place above cited, has just now appeared. (Ratisbon, 1892, Otto Maier). Having discussed in the first part of his work inherited and chronic psychopathic subsidiary phenomena, the author now proceeds to discuss acquired subsidiary factors, and holds out the prospect of a third part, on the appearance of which we shall have occasion again to discuss the entire work from a different point of view. For the present, only the pedagogic aspect of the question interests us. On many readers, Koch's book must have made the impression,—to judge from his concluding remarks,—that the author shares Lombroso's point of view, and to very many pedagogues such a position would be, from the very outset, a bad recommendation, for it would necessarily, in the very nature of the case, involve the pedagogue in great embarrassment, in the same way as it has involved the philosophical jurist. But embarrassment is no reason why we should close our ears to the truth, and if Lombroso should be right in all his teachings, pedagogy would also be obliged to accommodate its doctrines to his. Upon the whole, however, Koch is opposed to him. Thus when he says: "What I commend Lombroso for is that he has observed much, has collected rich materials, and has been the source of great incentives in many directions, and has worked suggestively in many ways; what I reproach him with is that he has confounded the healthy with the diseased, and has brought under one and the same category without sufficient and appropriate tests, psychotic phenomena and phenomena which are psychopathically merely of a subsidiary order; what I reject is his theory of degeneration and his peculiar views of philosophy."

Material, such as Koch and others offer, must first be elaborated into a pedagogic psychopathology—or better still into a peda-

gogic pathopsychology—before pedagogy, as a whole, can assume in this direction the proper form. Though we consider, now, this preparatory work as indispensable, we can, nevertheless, not think of denying the value of works which, without any profession of far-reaching psychological analysis, put in effective and available form for pedagogy the diseased phenomena of the mental life of children. The first German work of this kind, so far as we know, is from the pen of a Leipsic teacher, GUSTAV SIEGERT, and bears the title *Problematische Kindesnaturen*.* This little work is now followed by a more comprehensive treatise, published by a Bremen alienist, Dr. SCHOLZ, already known to the readers of *The Monist* (II, 104), and bearing the title *Die Characterfehler des Kindes, eine Erziehungslehre für Schule und Haus*.† Such books are valuable not only for the observations they offer and the isolated explanations and pedagogic advice they present, but also for the suggestions which the attentive and psychologically cultivated reader can always receive from them.

Like Siegert, Scholz principally shows us isolated child-types wherein diseased qualities play a more or less pronounced rôle. But while the former's presentation is somewhat journalistic in style, that of the latter is more didactic; although this tendency is not an absolutely rigid one, as the author counts mothers as readers of his book. But if the form of presentation leads one to infer greater profundity in Scholz than in Siegert, this is in still higher degree the case with the arrangement of the material. While Siegert strings his child-pictures loosely together, Scholz arranges them according to real psychological points of view, so that (remarkable to say) the faults of children are discussed, first, in the province of feeling and sentiment, then in that of representation, and finally in that of volition and action. The introductory and concluding chapters show, also, that Scholz attempts to enter more profoundly into the subject than Siegert proposes, and we cherish the hope that, now that this popular work has appeared, Scholz will very soon present us with a strictly scientific book, in which he shall have occasion to deal with some

* *Problematic Child-natures*. Leipsic, 1890, Robert Vogtländer.

† *Faults of Character in Children, A System of Instruction for School and Home*. Leipsic. Eduard Heinrich Mayer.

particular points, such as, for instance, falsehood and unchastity, more comprehensively than was perhaps possible in a book intended for his present circle of readers.

With respect, now, to all systematic presentations of pedagogy, psychopathology can, as we have before indicated, never attain in them its proper position, until the above-mentioned preparatory work has been completed. But this fact should not preclude one's calling especial attention to the importance of this province, at least in some incidental manner.

In such a work as the *Allgemeine Pädagogik* of ZILLER, for instance, the third edition of which has just been published by F. Matthes of Leipsic, there surely was abundant opportunity to do this—an opportunity which one might say almost amounted to obligation. For Ziller treats hereditary and acquired characteristics in great detail, and such treatment remains necessarily a one-sided one, if abnormal traits are not considered in it. Ziller, with Herbart, demands that individuality always be taken as the starting-point. But how many child-individualities are there, which, in the different periods of their development, may be regarded as fully normal !

The reason of this omission must be looked for partly in the circumstance, that Ziller, as well as the new editor of this otherwise valuable work, belongs to the Herbartian school. If, namely, we compare the psychological literature of the Herbartian school with the publications of French, English, and American writers, or even with the works which in recent times have issued from other philosophical quarters of Germany, it will be unmistakably seen that the pathological conditions of the mind have been little considered by the followers of Herbart. Nor have voices been wanting, that would make Herbart himself responsible for this error. He did not, they say, sufficiently appreciate the importance of the pathological phenomena of mind, and his pupils were in this respect influenced by him. But this reproach will be found, on close examination, to be untenable. Herbart, it is true, did express himself repeatedly against the over-estimation of "rare and curious phenomena," un-

* Compare also, *The Educational Review* (New York), Vol. II, page 30.

usual mental states and such things,* and his warning is applicable also to our epoch, which produces many psychological works in which remarkable things are to be read but which contribute nothing worth mentioning towards the explanation of even comparatively simple events. Herbart holds, that the psychology of the normal and ordinary states should be the first and principal object of scientific attention; the explanation of much that is extraordinary will then follow. With regard to this latter point, he remarks very positively: "I do not, however, wish by this, to gainsay the value of any real psychological observation. There must be a welcome place in science for every experience." It will be seen, therefore, that Herbart is not at all far from the point of view of Maudsley and other investigators. We find, in fact, that he mentions repeatedly abnormal mental conditions, and also systematically treats them, even quoting such celebrated alienists as Reil and Pinel (*Text-book of Psychology*, §§ 142-149). The probability is, therefore, that psychopathology would have been properly employed in Herbart's psychology, if it had been at all elaborated in his day, and its influence would through Herbart have been directly felt in pedagogy, as no pedagogist has made better or more careful use of psychology than he.

But Herbart's pupils have done no further work in the province pointed out by him. It is true, his psychology has been made use of by physicians like Griesinger and Spielmann, and recently also to some extent by Krafft-Ebing, but the works of these men have had no influence on the psychological text-books of the Herbartian school, and consequently the science has up to the present day exerted no noticeable influence on pedagogy, either in Waitz, in Stoy, or in Ziller. In other pedagogic schools, this has, it is true, also been the case; but in these, who make no pretensions of relying on the teachings of psychology, the sin is more easily pardoned. But this is not the only respect in which Ziller's *Pedagogy* is not up to the times. Ziller defined pedagogy as the influences, formed according to ethical points of view, which are brought to bear on the mind of the pupil, and would not admit influences brought to bear

* *Psychologie als Wissenschaft*, § 5.

on the body, in so far as such should enter into the pedagogic system. This misconception also springs from Ziller's adherence to the Herbartian school, which represents, as we well know, a metaphysical pluralism; but it is in a still higher degree due to the fact, that in Ziller's day both the intimate relation between physiological and psychological processes had not been satisfactorily established, and also were not sufficiently known to him. If it were otherwise, his pluralism need by no means have necessarily led him into such one-sidedness, for this metaphysical pluralism does not exclude a monistic conception of *phenomena*; even assuming this doctrine, one may say that motion and feeling are two different but inseparable sides of the same phenomenon. The "real things" produce by their interaction, simultaneously and of necessity, both an inner side and an outer; for which reason one of our foremost psychologists, Volkman of Volkmar, explicitly terms Herbart's psychology monistic (*Text-book of Psychology*, second edition, I, 63).

A psychologico-physiological work, from which the new editor of Ziller's *Pedagogy* might have extracted many valuable things, is the book of the Italian Mosso, *On Fatigue*, which has just been translated into German,* and which will excite much attention owing to the present active discussion of the question of overwork.

Supplementary to this work I will also mention a little tract by DR. BURGERSTEIN of Vienna, entitled *Die Arbeitskurve einer Schulstunde*.† This tract is a lecture, which the author gave at the Seventh International Congress for Hygiene and Demography at London, and in which he seeks to find by statistical methods, the duration of a "school-period"—a very laboriously composed treatise and one difficult to read, but possessed of high interest in psychological and pedagogic respects.

From pedagogy to evolution is but a step, at least it is in Ziller's development of Herbart's ideas. It is true, Ziller has taken a decided stand against Darwinism, for Ziller works with two contradictory ideas; but his theory of education possesses points of re-

* Salomon Hirzel, Leipsic.

† Hamburg, 1891, Leopold Voss.

semblance and analogy to the Darwin-Haeckel theory of development. According to Ziller, each individual passes, also intellectually, through all the stages of development that mankind at large has passed through, only in a shorter time ; and it is in conformity with such succession that the order of the various courses of a pedagogical system is to be arranged. Following Ziller's precedent, PROFESSOR VAHINGER, of Halle, in his treatise *Naturforschung und Schule* (Science and the Schools), has taken up the school-reform initiated by Professor Preyer, and has expressly transferred the fundamental law of biogenesis to pedagogy. How instruction is to be arranged under this point of view, cannot be explained in this letter, which is already long enough. We shall simply remark that the idea has found in Germany a large number of both friends and opponents.

The opponents have recently been joined by a natural scientist, DR. HAMANN, professor of zoology in Göttingen, who has just published a book under the title *Entwicklungslehre und Darwinismus* (Evolution and Darwinism),* in which he does not combat the theory of evolution itself, but simply the Darwin-Haeckelian form of that theory, placing himself in the ranks of His and Hensen. The book appeared almost simultaneously with the fourth edition of HAECKEL'S *Anthropogeny*,† but the author, nevertheless, in his supplementary remarks, discusses the "apology" which Haeckel subjoined to his work. Haeckel's book needs no recommendation in scientific circles ; it will be sufficient to state that the work has been subjected to essential alterations, but that its fundamental features have remained the same.

A new psychology, on the Darwinian basis, by Prof. FRITZ SCHULTZE of Dresden, is now in course of publication, entitled *Vergleichende Seelenkunde* (Comparative Psychology‡). The first part, which treats of the fundamental principles of physiological psychology, has already appeared. On the completion of the work we shall have occasion to return to it.

CHR. UFER.

* Jena, 1892, Hermann Costenoble.

† Leipsic, 1892, Engelmann.

‡ Leipsic, 1892.